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ABSTRACT

This booklet is designed to help labor union members feel comfortable when asked to speak in schools about the role of the unions. Students are interested in meeting people who can tell them about the world of work. This guide helps speakers to prepare a successful classroom presentation. There are three sections in the guide. Section 1, "Going to the Classroom," explains how to get invited into schools, offers tips on working with students, and provides two sample classroom presentations, one for elementary-junior high students and one for high school-junior high students. Section 2, "Getting More Involved," contains ideas and information for local unions that can devote more time and resources to a "Labor in the Schools" program with specific suggestions for essay contests, book donations, and additional exercises. Section 3, "Resources," lists books, pamphlets, curriculum guides, periodicals, song books, films and slide shows that may be helpful in getting involved in a "Labor in the Schools" program. (EH)

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ED 420 554

Labor in the Schools

How You Can Help Teach The Next Generation About Unions

SO 028 356

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

Introduction

You can visit schools in your community to educate students about unions—and you don't have to be an expert in teaching or union activities.

Teamster members, leaders, retirees, and family members can all help students learn about the labor movement.

Students are interested in meeting people who can tell them about the world of work. They will be curious about your experiences. Your presentation should engage the students, encourage them to talk, and introduce them to labor unions and the labor movement.

This guide will help you prepare a successful classroom presentation.

Why Labor in the Schools?

Today's elementary, junior high, and high school students are tomorrow's workers, voters, and potential union members.

Most schools do little to teach students about the positive role of labor unions. So it is up to us (and others in the labor movement) to provide students with accurate information about unions and give them an opportunity to meet union members, supporters, and leaders.

Our goal should be to reach as many students as possible with the message that unions—workers joining together to improve their working conditions and their lives—are good for working people, the community, and the country.

What's in this guide?

1 Going to the Classroom

This section explains how you can get invited into the schools, offers tips on working with students, and provides two sample classroom presentations—one for younger students and one for older students.

2 Getting More Involved

This section contains ideas and information for local unions that can devote more time and resources to a Labor in the Schools program. It describes the Adopt-A-School program, explains how to run an essay contest and donate books, and describes additional exercises for the classroom.

3 Resources

This section lists books, pamphlets, curriculum guides, periodicals, songbooks, and films that may be helpful to you and others who get involved in a Labor in the Schools program.

Section 1 Going to the Classroom

How to get invited into the schools

Occasionally, teachers will call a Teamsters local union and ask for a guest speaker to talk about unions. Sometimes a member's son or daughter will bring their parent to school for a classroom visit. There are also a number of ways you can approach the schools to get invited.

You may want to write a letter to teachers and principals to let them know that your local has people available to visit classes. However, personal contact is usually the best way to get an invitation.

Here are some ways you can arrange to visit schools:

● Individual teachers

The easiest way to arrange a classroom visit is through an individual teacher. In some schools, teachers have a great deal of freedom to invite guest speakers and welcome any voluntary efforts from the community that will add to their students' education.

You might approach particular teachers who teach or taught your own children or the children of other union members.

● School employee unions

You could approach the local leadership of the American Federation of Teachers or National Education Association, depending on which represents the teachers in your area. Through the union (or through teachers you happen to know) you can find out who the union stewards or building representatives are for the schools you are interested in visiting.

The teachers' union stewards, chapter leaders, or building representatives can give you advice on the best way to proceed at their schools.

Many Teamster locals also represent other school employees who may be able to help you get invited to their school.

● Principals

If you have their support, principals can encourage a number of teachers to invite you to their classes. In some cases they may be former union members themselves, or come from union families.

● School superintendents/school boards

This is a step you should avoid unless the labor movement in your community has very strong political connections.

School system policy-makers have the authority to introduce a new program throughout the school system. However, as in any bureaucracy, getting approval from the higher levels can take a long time and may generate unnecessary controversy.

How to describe your presentation to teachers and principals

Make it clear to teachers and principals that you are planning to lead an educational discussion.

You will be talking about your work and union experiences. You will answer questions and ask students to share their views. There will be no "right" answers.

Introducing students to important questions, providing information, and letting the students develop their own opinions is what education is all about.

Tips on working with students

- **Keep it simple**

  Since this subject will be new to most students, your presentation should be as simple and clear as possible. You're giving them an *introduction*—avoid complicated explanations.

- **Focus on today**

  Resist the temptation to give a labor history lesson. Students want to talk about what's important today.

  Give examples of issues union members (and students when they start working) can face on the job and how the union deals with them. If you spend too much time on history, students may get the impression that labor unions were necessary only in years gone by.

- **Refer to experiences in your community**

  Concrete examples have a more lasting impact on students than general discussions of concepts or theories.

  Stories about your work environment, labor-management disputes, organizing efforts, or community coalitions in your area will make your presentation interesting. Plan ahead of time which examples you will use and how to keep them brief and understandable.

- **Avoid union jargon**

  Terms like "grievance," "contract," "collective bargaining," "arbitration," "the International," "principal officer," "AFL-CIO," and "Unfair Labor Practice" are not familiar to most students. If you need to use these union terms, explain what they mean.

- **Encourage and reward participation**

  To keep the greatest number of students involved and interested try the following:

  If a student gives a different answer than you are looking for, instead of saying, *"No, anyone else?"* try saying, *"That could be one answer,"* or *"I see what you're saying,"* or *"That's a good point, does anyone else have another answer?"*

  When several students raise their hand to answer or ask a question, call on people who haven't spoken much or at all. If one student is dominating discussion, feel free to say, *"I'm seeing the same hands over and over. I'd like to hear from some other people."*

Remember, you need to engage the students to keep their attention. Make them think, talk, laugh, and respond to you and each other.

Straight lectures may lose your audience.

- **Make it lively**

  Students will enjoy and remember your visit if it's exciting, fun, and "hands-on." Consider bringing photos or videos of your local union activities, signs or banners that are appropriate, or tapes of union music. You could bring a button or sticker for each student in the class.

  You could wear a work uniform or bring in examples of products local union members make or deliver, or tools they use on the job.

- **Be honest**

  There is no need to hide anything negative about the labor movement—students can size you up pretty quickly. It's not a good idea to try to gloss over tough questions. Give clear, frank responses.

The Classroom Presentation

The following classroom presentations include step-by-step instructions on how to proceed, but they require some preparation. To gain confidence, practice your entire presentation several times before you visit the classroom.

Presentation #1 is more appropriate for younger students (elementary).
Presentation #2 is geared toward older students (high school).

Both can work well for junior high school students. Use your judgement and consult the teacher to determine which presentation would be more appropriate for a particular junior high class.

Presentation #1: Elementary-Junior High

Younger students are curious and creative, but their attention spans are short. The "make it lively" tip is especially important with younger students.

The goal of your visit should be simple—to give the students a positive association with a union person and help them understand that people form unions to have a voice on the job.

Preparation:

- Assemble "show and tell" items to bring to class, such as photos, samples of the products Teamster members make or deliver, and particular tools or devices our members use on the job.
- Try to wear a work uniform or bring in articles of clothing worn at different types of Teamster job sites.
- Choose a labor song to teach the students. You could bring in a musical instrument, if you play one, or an audio or video tape of labor songs that the students could sing along with. (See Section 3 for resource ideas.)

1. Introduce yourself and the union:

When you arrive at the classroom, write the words "Teamsters" and "union" on the chalkboard.

Say: *"Hi, my name is _____. I'm from a labor union called the Teamsters."*
"I came to visit you today to talk about work and unions."

2. Discuss the world of work.

Ask the students: *"What kinds of work do your parents or relatives do? What kinds of jobs do they have?"*

Try to give each student a chance to talk if they want to. Discuss what some of the jobs are and why they are needed. For example: *"Ted said his mother is a journalist. What does a journalist do? Judy said her father is a construction worker. Why do we need construction workers?"*

After the students have shared what their parents and relatives do, talk about what members of your local do. *"People I work with..."*

3. Bring out the "show and tell" items you brought.

If possible, demonstrate some of the types of work that Teamster members do and how the tools or devices are used.

Pass around the products and talk about how they are made or delivered. Try on the uniforms and discuss their purpose. Hold up the photos. Let students touch and handle the items as much as possible.

4. Discuss problems that can arise at work and how unions help solve them.

"Sometimes, the workers who make or deliver these products have problems on the job. So they join together into a union to help make their jobs better."

Ask the students to come up with examples of problems at work. For example: *"What kinds of problems do you think workers who deliver packages have? What would be the hardest part of that job? What if the packages were really heavy? What about workers*

who have to type at a computer all day? What if the workers don't think they are getting paid enough?"

Ask the students these types of questions about different Teamster jobs. As the students mention problems, talk about how a union helps to solve them.

5. Discuss other improvements unions help workers win.

"Unions fight for other kinds of improvements at work as well." Ask the students questions such as: *"Suppose a worker who delivers packages like the one I brought in takes a vacation from work to take his or her kids to the beach. Does the worker still get paid? What happens if you get sick and can't go to work? Do you get paid? How do you pay the doctor's bill?"*

These questions will give you a chance to talk about how unions fight for things we take for granted such as vacation and sick leave.

Tell a short, colorful story from your experience that shows how by joining together and supporting one another, the workers were able to improve their working conditions. *"This is what a union is—a group of workers who join together to make their jobs and their lives better."*

6. Teach the students a labor song.

"Workers sometimes sing songs to help keep their spirits up. Let's all sing one before I have to go."

Teach the students one or two verses from the labor song you have selected. You could ask the teacher to help you.

7. Thank the students and the teacher and say "Goodbye."

Presentation #2: High School–Junior High

You can tailor this presentation to the level of the students. In upper-level high school classes, for example, you can go into greater detail and you should expect more challenging questions.

Preparation:

- Get together any "show and tell" items you want to bring in. (See "Preparation" in Presentation #1 for ideas.)
- Make copies of the "What Are Your Rights on the Job?" handout (one per student). The handout and the "Instructor's Answer Sheet and Discussion Guide" are at the end of Section 1.
- Study the handout and become familiar with the answers and explanations on the answer sheet.

1. Introduce the union and yourself.

When you arrive at the classroom, write the words "Teamsters" and "union" on the chalkboard.

Say: *"Hi, my name is _____. I'm from a labor union called the Teamsters."*

Talk briefly about your roots in the community. (Did you grow up in the neighborhood and attend this school? Do you have a child that goes to the school?)

Ask the students: *"What is a labor union?"*

Try to get several different answers. Then give your explanation that a labor union is an organization of workers who join together to get better conditions on the job and in the community.

Share what you thought about work and unions when you were the students' age. Describe your first job, how you learned about the union, and what you do now.

Finally, explain that the Teamsters Union is one of the largest unions in the country and describe different types of Teamster jobs.

2. Ask the students to introduce themselves.

Ask each student to say their name and answer the following questions:

- All of you or most of you do some work at home, but do any of you work outside your home for pay? If yes, what kind of work?
- Have you ever been a union member? If yes, which union?
- Is anyone in your family or someone you know a union member? If yes, which union? What have they said about the union, pro or con?

This exercise will give the students a chance to talk and provide information you can use later to stimulate discussion. For example: *"Pat, you said you were a member of a union when you worked part-time at the supermarket. Did that affect your wages? Did you get paid when you were sick or on vacation? Did you ever ask the union to help you with a work problem? Tell us about it."*

3. Say: *"We are now going to look at a list of questions about rights on the job."*

Distribute the handout **"What are Your Rights on the Job?"**

Explain: *"This is not a test, but more of a quiz show like Jeopardy. It will not be collected. Since much of this information is new to you, I don't expect you to know all the answers.*

"After you have a few minutes to choose an answer to each question we will discuss the answers together. I think you will be surprised by some of the answers."

4. Discuss the answers to "What are Your Rights on the Job?"

After students have finished answering the questions, begin a discussion about the answers.

Starting with question #1, ask the class how many answered "yes" and how many answered "no." Then ask one student who answered "yes" and another who said "no" to explain their reasons. Ask a few more students to give their answer and explain their reasons. After most opinions are out, explain the answer to the students.

The **"Instructor's Answer Sheet and Discussion Guide"** at the end of Section 1 will help you flesh out the explanations.

Share real life examples from your own experience to help illustrate the situations set up in each question. *"Let me tell you about the time that a co-worker had a problem with unsafe equipment..."* Explain what happened and how the union dealt with the situation.

Continue until all seven questions have been answered. You do not have to spend equal amounts of time on each question. Spend more time on questions the students seem interested in and pass more quickly through the ones that they all agree on or don't seem interested in discussing.

5. Summarize; ask if the students have any questions about rights on the job.

"As you see, you have some rights on the job, but many things that we think are rights really aren't. Employers have a lot of control over workers. Through unions, workers try to balance out the employers' power. When workers join together into unions they are stronger and can work out fair rules for their jobs."

If you don't know the answer to a question, tell the student that you will find out and send the answer to their teacher.

6. Ask the class if they have any questions about unions.

"I know many people say negative things about unions, so don't be afraid to ask any question on your mind."

Be prepared for questions about corruption, strikes, how dues are spent, violence, and specific situations such as: "My dad got fired and the union didn't do anything," or "My mom said unions drive companies out of business," or "My aunt said the union wouldn't let her join so she couldn't get a job."

7. Talk about things your local is involved in now.

"Now that we have talked about some of the kinds of things unions do, I'd like to tell you about some of the things my union is doing in the community."

Talk about some of the campaigns your union has been involved in, ranging from solving day-to-day problems on the job to major actions such as a boycott or a strike. Encourage the students to ask questions.

Discuss some of the ways your union is active outside of the workplace, such as political campaigns or volunteer efforts in the community. Share the reasons why your union is active in these areas.

8. Conclude and say "Goodbye."

Distribute any additional materials you have brought, such as the brochure "The New Teamsters: Fighting for Good Jobs and a Better Future," and the booklet "Welcome to the Teamsters."

Offer help from you or other Teamster members or leaders if students are doing a paper on a union or work-related topic.

Thank the students and teacher for having you as a guest.

What are Your Rights on the Job?

1 You have your hair cut in the latest style and all your friends think it looks great. When you show up for your job as a cashier at a fast food restaurant the manager says, "What did you do to your hair? I'd never let a child of mine look like that. Change it or you're fired!"

Does the manager have the right to fire you because of your hair?

___Yes ___No

2 When you started your job you were paid $10 an hour. Two years later you still haven't gotten a raise, but some of the new employees are being paid $12 an hour.

Does the company have to give you a raise?

___Yes ___No

3 When you were hired to work at Jim's Ice Cream Store, Jim said you would get a week of paid vacation. A month later, two days before you're about to leave for your vacation, Jim says that he's not going to pay you if you go on your vacation.

Can Jim take away your paid vacation?

___Yes ___No

4 You are 18 years old and you work behind the deli counter at the local supermarket. One day the person who slices the meats is sick. The manager tells you to operate the meat slicer, and gives you 10 minutes of "training" which you think is not enough.

Do you have to work the slicer?

___Yes ___No

5 Five of you work in a warehouse loading and unloading trucks. To make the work go faster you all bring in your favorite cassettes and play them during the day. One day the boss says, "I hate your music and from now on we are listening to Frank Sinatra and other music I like."

Does the boss have the right to decide what music you listen to at work?

___Yes ___No

Instructor's Answer Sheet and Discussion Guide

What are Your Rights on the Job?

QUESTION #1—YES

There is no law against firing someone because you don't like their hair. If there is a union at the job you would have a contract—a set of rules for the job—that says the employer can only fire you for a good reason that is related to the job.

"The members of my union are covered by a union contract that says someone can only be fired for 'just cause.' That means a good reason, which is related to work. In the hair example, just because the manager doesn't like the new hair cut isn't a good enough reason. The union would go with the worker to talk to the boss and try to get the worker's job back. If necessary the union can demand a hearing on the firing where someone neutral hears both sides and makes a decision. Without a union, workers are not protected from being fired or hassled on the job."

QUESTION #2—NO

The company can do whatever it wants—raise your pay, lower your pay, or keep it the same—unless you are covered by a contract.

"Many people think that employers have to give raises, but they don't. Employers can pay new workers more or less than current workers. Workers organize into unions so they can bargain with employers about how much they are paid. After the union and the employer agree on what the pay will be, they put it in writing and sign it. That's called a contract, and the employer can't change his or her mind once the contract is signed. If the contract says the workers get a raise, the employer has to give the raise."

QUESTION #3—YES

Just as in question #2, where the company can raise or lower your pay whenever it wants, in this case Jim (the boss) can do whatever he wants with your benefits as well—unless you are covered by a contract.

"Workers form unions and negotiate contracts to try to prevent situations like this from occurring. Under a union contract, all your benefits—including vacation, sick leave, overtime, and health care—are clearly spelled out. Since a contract is 'legally binding,' Jim would be breaking the law if he tried to withhold paid vacation that was guaranteed in your contract."

QUESTION #4—NO, BUT...

There are laws that protect workers from doing work that could cause an accident. But those laws are very difficult for an individual to enforce.

"Even though the law is on your side, would you really be able to say 'No' when your boss asks you to work the slicer in the middle of a busy day? This is where a union can help you out. The contract between the union and the company would prohibit unsafe conditions, so you and your union representatives wouldn't necessarily have to go to the government to get the problem solved."

QUESTION #5—YES

The boss has the right to decide whether music is played and which music is played. With a union, you and your co-workers have the right to talk to your boss about this issue.

"The law can't cover every situation, and it doesn't say anything about what kind of music people listen to at work. However, workers have the right to form unions and bargain with their employers about conditions like music in the warehouse or how much time you get to eat lunch."

Section 2 Getting More Involved

There are many other ways your local can get involved with the schools in your community if you or other members of your local union have the time and resources.

Adopt-A-School Program

The "adopt-a-school" theme has been used by labor unions and other organizations across the country. By "adopting" a particular school, your local would try to develop a continuing relationship with the school through a variety of projects: supplying labor-related books and resources, providing speakers, taking students to work, and sponsoring field trips, scholarships, athletic events, or film series.

Essay Contests

One of the easiest ways a Teamsters local can motivate students to learn more about the labor movement is by sponsoring an essay contest with prizes. A labor essay contest will challenge students to do research on the labor movement and help them understand the issues that confront workers and their unions.

Invite students to submit an original essay on a labor-related topic. For example, you might ask students to interview workers and write oral histories, to write a biographical essay on a labor leader, or to write a fictional short story dealing with a labor issue.

To stimulate creativity, you could give students several topics to choose from. Try to make sure the topics don't force students to deal only with the past but encourage them to explore current labor issues as well.

Establish a panel to read the submissions and determine the winning entries. You can involve the community by inviting PTA members, religious leaders, university labor studies faculty, and someone from the local newspaper to join the panel. Have your panel set word limits for the essays (1500 words) and specify the entry format (typed, double spaced).

Ask a student-run or local newspaper if they would be willing to publish the winning essays.

Each year, your local could choose a new topic for the annual "Teamsters Labor Essay Contest."

Donate Books and Other Resources

Your local can help students learn about unions by donating books on the labor movement to school libraries. You can also donate subscriptions to labor magazines and newspapers. The next section lists materials that are appropriate for students. Your local bookstore can help you order many of the books.

The AFL-CIO has a collection of teaching materials called "How Schools Are Teaching About Labor." To order, contact the Teamsters Education Department at (202) 624-8117.

Ideas for longer classroom presentations

The following exercises work well if you have a chance to make a second visit to the same class, as they will require the students to do some preparation of their own.

A classroom debate

A debate is an exciting way to get older students involved in learning about an issue. For a good debate, the students should have the opportunity to research the topic and work with their teammates to develop arguments for or against the issue.

You could offer to help run a debate on a labor issue in the classroom and work with the teacher to come up with a topic that will be appropriate and challenging for the students. For example, students could research and debate the following statement: "Unions aren't needed because management will respect workers' rights."

Small group discussions

Providing students with opportunities to share their ideas with each other in small groups is a good way to actively involve students in their own education. You could offer to help the teacher run small group discussions on questions such as:

Why do workers organize and join unions?
Why do employers usually oppose unions?
What is a grievance procedure? Why are they written into union contracts?
What is a strike? Why would workers vote to go on strike?
Are strikes a common occurrence today? Why or why not?
What is the overall purpose of a union?
Why are unions important in a democracy?

Mock bargaining

A collective bargaining simulation, or mock bargaining, is an active and popular way to involve older students in learning about what unions do. It takes careful preparation, experience, and/or assistance from the teacher to carry out an effective mock bargaining exercise.

Here are two different ways to structure a mock bargaining:

1 Identify three issues that might come up in labor-management bargaining, such as wages, benefits, dress codes, child care, or promotions by seniority. Split the students into two teams—labor and management. Give both teams background information on the company and the union. Provide some simple rules about bargaining (for example: one person is the lead spokesperson for each team and either team can meet without the other present to make decisions). Brief each team separately on the positions they might take on each issue and the justifications and strategies they could use to advance their positions.

2 Split the students into two committees—students and school administrators. Ask the students to list everything they would like to change about school (for example: less homework, softer seats, better food in the cafeteria). Have the students narrow their list down to several "achievable" objectives to propose to the administrators' committee.

You and the teacher should run the mock bargaining session, encouraging the teams to discuss strategies and make decisions along the way.

Afterwards, explain how the exercise is similar to what unions do. Talk about a few of your own experiences with collective bargaining.

Section 3 Resources

Books

Bartlett, Donald and James Steele. **America: What Went Wrong?** Kansas City, Missouri: Andrews and McMeel, 1992.

Brecher, Jeremy. **Strike!** Boston: South End Press, 1972.
This inspiring book presents a vivid account of the strikes that have shaped the course of the labor movement in America.

Brill, Steven. **The Teamsters.** Boston: Branden Press, 1971.

Brooks, Thomas R. **Toil and Trouble: A History of American Labor.** New York, New York: Dell Publishing, 1972.

Cahn, William. **Lawrence 1912: The Bread and Roses Strike.** New York, New York: Pilgrim Press, 1977.

Crowe, Kenneth. **Collision: How the Rank and File Took Back the Teamsters.** New York, New York: Macmillan Publishing Co., 1993.
Crowe's book covers the 1989-1991 campaign period within the Teamsters, leading up to the election of Ron Carey.

Dobbs, Farrell. **Teamster Rebellion.** New York, New York: Monad Press, 1972.
Teamster organizer Farrell Dobbs tells the story of the 1934 strike by Teamster truckers and dockworkers in Minneapolis, including the infamous "Bloody Friday" when police escorting a scab truck through a picket line opened fire on strikers.

Dubofsky, Melvin. **Labor Leaders in America.** Urbana: University of Illinois Press, 1986.

Dulles, Foster R. and Melvin Dubofsky. **Labor in America: A History.** Arlington Heights, IL: AHM Publishing, Inc., 1984.

Foner, Philip S. **Organized Labor and the Black Worker, 1619-1981.** New York, New York: International Publishers, 1982.

Hoffa, James R. (as told to Donald I. Rogers). **The Trials of Jimmy Hoffa.** Chicago: Henry Regnery Company, 1970.

Hoffa, James R. (as told to Oscar Fraley). **Hoffa: The Real Story**. New York, New York: Stein and Day, 1975.

Kornbluh, Joyce L. **Rebel Voices: An IWW Anthology.** Ann Arbor, Michigan: University of Michigan Press, 1964.

Levine, Bruce, et. al. **Who Built America? Working People and the Nation's Economy, Politics, Culture and Society.** New York, New York: Pantheon Books, 1989.

Oresick, Peter and Nicholas Coles, eds. **Working Classics: Poems on Industrial Life.** Urbana and Chicago, Illinois: University of Illinois Press, 1990.

Sinclair, Upton. **The Jungle.** Signet Pub., 1905.

Steinbeck, John. **The Grapes of Wrath.** New York, New York: Penguin Press, 1939.

Turkel, Studs. **Working: People Talk About What They Do All Day and How They Feel About It.** New York, New York: Avon, 1974.

Wertheimer, Barbara. **We Were There: The Story Of Working Women in America.** New York, New York: Pantheon, 1977.

Zinn, Howard. **A People's History of the United States.** New York, New York: Harper Collins, 1980.
This moving book tells the history of the American people from the point of view of those who have been exploited economically and politically. It tells the stories that have been omitted from most history texts. Chapters deal with women, African-Americans, Native Americans and laborers of all nationalities.

Pamphlets & Booklets

American Labor, Boy Scouts of America Merit Badge Series, 1987.

It's Your Job, These Are Your Rights
This colorful pamphlet produced by the AFL-CIO answers basic questions about a worker's rights on the job. To order, contact the Teamsters Education Department at (202) 624-8117.

Teamsters Stewards Manual
For older students, the stewards manual will help illustrate what Teamster stewards and local unions do to improve the lives of members. To order, contact the Teamsters Education Department.

Welcome to the Teamsters
This 15-page booklet is an excellent introduction to the Teamsters. In simple and straightforward language, the booklet talks about contracts, workers' rights, organizing, union structure and democracy, and grassroots political action. To order, contact the Teamsters Education Department.

Curriculum Guides

Bigelow, William and Norman Diamond. **The Power in Our Hands, A Curriculum on the History of Work and Workers in the United States.** Monthly Review Press (122 West 27th St., New York, N.Y. 10001), 1988.

How Schools Are Teaching About Labor: A Collection of Guidelines and Lesson Plans. AFL-CIO. To order, contact the Teamsters Education Department.

Periodicals

The New Teamster Magazine.
This is the official magazine of the Teamsters. To donate a subscription to a school, send a check for $12.00 made out to "IBT" and the school's address to the International Brotherhood of Teamsters, Office of the General Secretary-Treasurer, 25 Louisiana Ave, N.W., Washington, DC 20001.

Books and Audio/Video Tapes of Labor Songs

Seeger, Pete and Bob Reiser. **Carry It On! A History in Song and Picture of the Working Men and Women of America.** New York, New York: Simon and Shuster, 1985. These songs are also available on audio tape from Flying Fish Records, 1304 W. Schubert, Chicago, IL, 60614.

Singin' for the Union. This video tape of the Great Labor Song Exchange includes live performances of labor songs. Contact the Labor Institute for Public Affairs at the AFL-CIO, (202) 637-5334.

Songs For Labor. Washington, D.C.: AFL-CIO Department of Education, 1983.

The Labor Heritage Foundation has a catalogue of labor tapes and songbooks and can refer you to labor singers around the country. For information, contact Laurel Blades at: 815 16th St. N.W., Rm. 301, Washington, D.C., 20001, (202) 842-7880.

This Line is Singing. This audio tape of labor songs is available from The Freedom Song Network, 131 Margels, San Francisco, CA, 94131, (415) 753-0245.

Films & Videotapes

Global Assembly Line
Produced by Lorraine Gray, 58 Minutes, 1986, rental $10 from the AFL-CIO.

This documentary presents the background for a discussion of multinationals, plant closings, foreign trade and other related areas. When exploited young women who work for multinational corporations try to organize, the corporations threaten to move to even lower-wage areas.

I am a Man
Produced by Oaprey Films, 30 minutes, 1978, rental $5 (16mm only) from the AFL-CIO.

The story of the historic Memphis sanitation strike in 1968 features Dr. Martin Luther King leading the strikers as they march through the streets of Memphis and later delivering his last speech to Memphis workers on the eve of his assassination.

Maria
Produced by the Canadian Broadcasting Corporation, 40 minutes, 1979, rental $5 (16mm only) from the AFL-CIO.

A woman named Maria becomes the leader of an organizing drive in a factory. She faces union-busting tactics and additional obstacles as her family and fiancé don't understand her new role as a union organizer.

Norma Rae
Available in video stores.

This academy award winning film starring Sally Fields deals with union organizing in the South. It is a classic film that is sure to stimulate discussion and interest among older students.

Take Care
Produced by Bread and Roses Cultural Project, 30 minutes, 1989, rental $5 from AFL-CIO.

This lively video tape features excerpts from a performance of a musical revue created from the real experiences of Local 1199 Hospital Workers in New York City. It is interspersed with comments from current workers talking about the difficulties of their jobs.

Teamsters: A Changing Union in a Changing World
To order, contact the Teamsters Communications Department (202) 624-6911.

This fast paced program combines the best of our Teamster heritage with new ideas and current tactics. It features members who have gotten involved in the fight for good jobs and a better future (13 minutes).

The Inheritance
Produced by the Amalgamated Clothing and Textile Workers Union, 55 minutes, 1964, rental $10 from the AFL-CIO.

Through a sweeping look at the 20th century, this film uses still photographs and songs to trace the long, bitter struggle of American workers against economic exploitation. Narrated by Robert Ryan, this film is still the most inspiring and entertaining documentary on labor history.

The Newsies
Produced by Disney. Available in video stores.

1930's and '40's paper boys go on strike.

$4 a Day? No Way!
Order from the American Labor Education Center, 2000 P Street NW, Washington, DC 20036, (202) 828-5170.

This 19-minute video is a good background for a discussion about labor's international efforts. It includes dramatic footage showing how workers' rights have been suppressed in U.S.-owned factories in Mexico.

Slide Shows

Learning About Work: A Guide for Discussion in the Schools
To order, contact the CWA Education Department, 501 Third Street N.W., Washington, D.C. 20001, (202) 434-1100.

This kit includes 141 slides with instructions on how to use them to educate students about the labor movement at both primary and secondary schools.

Tell us how it went

Please complete one form each time you visit a school and send it to
Labor in the Schools, IBT Education Department, 25 Louisiana Ave., Washington, D.C., 20001.

Your name_____ Teamster Local_____

Date you visited the school_____ School visited_____

Class and grade visited_____

1. How did you get invited to this class?

2. Describe what you did with the class.

3. Which part of what you did with the class was most effective?

4. Which part didn't work well and/or what would you change for next time?

5. What part of the Teamsters Labor in the Schools booklet was most helpful to you? Why?

6. What additions or changes would you make in the manual?

7. What suggestions or advice do you have for other Teamsters visiting schools?

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International Brotherhood of Teamsters

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